



OHIO
Academic Content Standards
K-12 English Language Arts
Benchmarks and Indicators by Grade Level
Grade Ten

***Writer's Choice: Grammar and Composition Grade 10* © 2005**

BENCHMARKS AND INDICATORS	PAGE REFERENCES
Phonemic Awareness, Word Recognition and Fluency	
Acquisition of Vocabulary	
1. Define unknown words through context clues and the author's use of comparison, contrast and cause and effect.	SE: 819-820 <i>The Literature Models can be used to meet this benchmark/indicator.</i> TWE: CC 34 T 104 WRW 162
2. Analyze the relationships of pairs of words in analogical statements (e.g., synonyms and antonyms, connotation and denotation) and infer word meanings from these relationships.	SE: <i>The Literature Models can be used to meet this benchmark/indicator.</i>
3. Infer the literal and figurative meaning of words and phrases and discuss the function of figurative language, including metaphors, similes, idioms and puns.	SE: <i>The Literature Models can be used to meet this benchmark/indicator.</i> TWE: ELL 791 T 35, 105, 205, 317
4. Analyze the ways that historical events influenced the English language.	SE: 783-784, 786-787, 789-790, 792-793, 794, 795-796, 797 TWE: CAC 787, 820 LPR 797 RWC 796
5. Use knowledge of Greek, Latin and Anglo-Saxon roots, prefixes and suffixes to understand complex words and new subject-area vocabulary (e.g., unknown words in science, mathematics and social studies).	SE: 785, 819-821, 822-826 TWE: CL 785 CoL 825 ELL 826 LPR 824 T 823
6. Determine the meanings and pronunciations of unknown words by using dictionaries, thesauruses, glossaries, technology and textual features, such as definitional footnotes or sidebars.	SE: 812-815, 816-817 TWE: EE 815 CC 211 T 34, 157, 267
Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies	
1. Apply reading comprehension strategies, including making predictions, comparing and contrasting, recalling and summarizing and making inferences and drawing conclusions.	SE: 32-37, 98-106, 156-161, 204-211, 266-273, 314-317 TWE: ARS 33, 205, 269 CT 105, 160, 207

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2. Answer literal, inferential, evaluative and synthesizing questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media.	SE: 38, 107, 162, 212, 274, 318 TWE: ARS 33, 205, 269 CT 105, 160, 207
3. Monitor own comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on, looking back, note taking or summarizing what has been read so far in text.	SE: 838-841 TWE: ARS 269 CT 160 ELL 104 T 37, 102, 157, 209, 270, 272, 273
4. Use criteria to choose independent reading materials (e.g., personal interest, knowledge of authors and genres or recommendations from others).	SE: 32-37, 98-106, 156-161, 204-211, 266-273, 314-317
5. Independently read books for various purposes (e.g., for enjoyment, for literary experience, to gain information or to perform a task).	SE: 32-37, 98-106, 156-161, 204-211, 266-273, 314-317
Reading Applications: Informational, Technical and Persuasive Text	
1. Identify and understand organizational patterns (e.g., cause-effect, problem-solution) and techniques, including repetition of ideas, syntax and word choice, that authors use to accomplish their purpose and reach their intended audience.	TWE: CC 34, 106, 161 T 99, 159, 268, 269, 316 TW 267
2. Critique the treatment, scope and organization of ideas from multiple sources on the same topic.	<i>Additional texts can be used to compliment the Literature Models for this benchmark/indicator.</i>
3. Evaluate the effectiveness of information found in maps, charts, tables, graphs, diagrams, cutaways and overlays.	SE: 10, 53, 171, 173, 244-247, 426, 842-844 TWE: T 843, 844
4. Assess the adequacy, accuracy and appropriateness of an author's details, identifying persuasive techniques (e.g., transfer, glittering generalities, bait and switch) and examples of propaganda, bias and stereotyping.	SE: 278-281, 286-289, 298-300, 314-318 TWE: C 289 EL 284, 296 ELL 300 T 317
5. Analyze an author's implicit and explicit argument, perspective or viewpoint in text.	SE: 278-281, 282-285, 290-293, 294-297, 298-301, 302-305, 306-309 TWE: C 305 LPR 288 SN 292 T 291
6. Identify appeals to authority, reason and emotion.	SE: 278-281, 282-285, 290-293, 294-297, 298-301, 302-305, 306-309 TWE: C 305 LPR 288 SN 292 T 291

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7. Analyze the effectiveness of the features (e.g., format, graphics, sequence, headers) used in various consumer documents (e.g., warranties, product information, instructional materials), functional or workplace documents (e.g., job-related materials, memoranda, instructions) and public documents (e.g., speeches or newspaper editorials).	SE: 244-247, 298-301, 412-419, 420-423, 424-427, 428-430 TWE: CT 429 T 246, 415 VR 415
8. Describe the features of rhetorical devices used in common types of public documents, including newspaper editorials and speeches.	SE: 220-223, 248-251, 278-281, 282-285, 286-289, 298-300 TWE: C 289 EL 296 ELL 300 T 250
Reading Applications: Literary Text	
1. Compare and contrast an author's use of direct and indirect characterization, and ways in which characters reveal traits about themselves, including dialect, dramatic monologues and soliloquies.	SE: 21, 25, 128-150, 151, 184-186, 187, 194, 204-211, 212, 213, 258-260
2. Analyze the features of setting and their importance in a literary text.	SE: 148-151, 175-179, 204-212, 259-261 TWE: C 151 LPR 150 T 149
3. Distinguish how conflicts, parallel plots and subplots affect the pacing of action in literary text.	SE: 166-169, 170-173, 174-179, 180-183, 196-199 TWE: C 179 CoL 178 CT 177 T 182, 197
4. Interpret universal themes across different works by the same author or by different authors.	SE: 32-37, 98-106, 156-161, 188-191, 204-211, 266-273, 314-317 TWE: T 189
5. Analyze how an author's choice of genre affects the expression of a theme or topic.	SE: 32-37, 98-106, 156-161, 188-191, 204-211, 266-273, 314-317 TWE: T 189
6. Explain how literary techniques, including foreshadowing and flashback, are used to shape the plot of a literary text.	SE: 32-37, 98-106, 156-161, 188-191, 204-211, 266-273, 314-317 TWE: T 189
7. Recognize how irony is used in a literary text.	SE: <i>Supplemental texts can be used to achieve this benchmark/indicator.</i>
8. Analyze the author's use of point of view, mood and tone.	SE: 90-93, 172, 175 TWE: C 93 CoL 92 JWR 91 T 91, 175

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9. Explain how authors use symbols to create broader meanings.	SE: 200-103, 204-211, 794 TWE: CC 211 EE 794 T 175, 205
10. Describe the effect of using sound devices in literary texts (e.g., to create rhythm, to appeal to the senses or to establish mood).	SE: 147 TWE: ELL 173
11. Explain ways in which an author develops a point of view and style (e.g., figurative language, sentence structure and tone), and cite specific examples from the text.	SE: 166-169, 174-179, 184, 187, 200-203 TWE: ELL 172
Writing Processes	
1. Generate writing ideas through discussions with others and from printed material, and keep a list of writing ideas.	SE: 8-11, 12-15, 16-19, 20-23, 50-55, 95, 204-209, 266-273, 314-317 TWE: ARS 157
2. Determine the usefulness of and apply appropriate pre-writing tasks (e.g., background reading, interviews or surveys).	SE: 8-11, 12-15, 16-19, 20-23, 50-55, 95, 204-209, 266-273, 314-317 TWE: ARS 157
3. Establish and develop a clear thesis statement for informational writing or a clear plan or outline for narrative writing.	SE: 170-273. 274-279. 180-183, 188-191, 200-203 TWE: C 191 T 189, 190
4. Determine a purpose and audience and plan strategies (e.g., adapting focus, content structure, and point of view) to address purpose and audience.	SE: 19, 56-59, 95, 153, 200, 203, 310, 322, 323 TWE: C 59 T 57
5. Use organizational strategies (e.g., notes and outlines) to plan writing.	SE: 29, 72-75, 95-96, 154, 201-202, 263-264, 311-312, 332-335 TWE: T 333
6. Organize writing to create a coherent whole with an effective and engaging introduction, body and conclusion, and a closing sentence that summarizes, extends or elaborates on points or ideas in the writing.	SE: 29, 72-75, 95-96, 154, 201-202, 263-264, 311-312, 332-335 TWE: T 333
7. Use a variety of sentence structures and lengths (e.g., simple, compound and complex sentences; parallel or repetitive sentence structure).	SE: 29-30, 68-71, 95-96, 154, 201-202, 263-364, 311-312, 360-364, 556 TWE: T 363
8. Use paragraph form in writing, including topic sentences that arrange paragraphs in a logical sequence, using effective transitions and closing sentences and maintaining coherence across the whole through the use of parallel structures.	SE: 29-30, 68-71, 78-81, 95-96, 154, 201-202, 263-264, 311-312 TWE: JWT 69

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9. Use language, including precise language, action verbs, sensory details and colorful modifiers, and style as appropriate to audience and purpose, and use techniques to convey a personal style and voice.	SE: 29-30, 68-71, 95-96, 126-131, 136-139, 154 TWE: C 139 T 128, 137
10. Use available technology to compose text.	SE: 85, 909-912, 913-916 <i>Technology Tip</i> 911 TWE: EE 84 T 911, 914
11. Reread and analyze clarity of writing, consistency of point of view and effectiveness of organizational structure.	SE: 30, 96, 154, 203, 264, 313 <i>Revising Checklist</i> 30, 154 <i>Revising Tip</i> 312
12. Add and delete information and details to better elaborate on stated central idea and more effectively accomplish purpose.	SE: 30, 96, 154, 203, 264, 313 <i>Revising Checklist</i> 30, 154 <i>Revising Tip</i> 312
13. Rearrange words, sentences and paragraphs, and add transitional words and phrases to clarify meaning and maintain consistent style, tone and voice.	SE: 30, 96, 154, 203, 264, 313 <i>Revising Checklist</i> 30, 154 <i>Revising Tip</i> 312
14. Use resources and reference materials (e.g., dictionaries and thesauruses) to select effective and precise vocabulary that maintains consistent style, tone and voice.	SE: 812-815, 816-817 <i>Revising Tip</i> 154 TWE: C 817 ELL 815
15. Proofread writing, edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization), identify and correct fragments and run-ons and eliminate inappropriate slang or informal language.	SE: 31, 82-85, 97, 155, 203, 262 TWE: C 85, 203 ELL 265
16. Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing.	SE: <i>Editing/Proofreading Checklist</i> 31, 97, 155, 203, 265 TWE: A 31, 97, 155, 203, 265
17. Prepare for publication (e.g., for display or for sharing with others) writing that follows a manuscript form appropriate for the purpose, which could include such techniques as electronic resources, principles of design (e.g., margins, tabs, spacing and columns) and graphics (e.g., drawings, charts and graphs) to enhance the final product.	SE: 31, 82-85, 97, 155, 203, 262, 313, 346-349 TWE: T 347
Writing Applications	
1. Write narratives that: a. sustain reader interest by pacing action and developing an engaging plot (e.g., tension and suspense);	SE: 170-173, 174-179, 180-183, 188-191 TWE: C 179, 183 LPR 182 T 171, 189, 190

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b. use a range of strategies and literary devices including figurative language and specific narration; and	SE: 170-173, 174-179, 180-183, 188-191, 200-203 TWE: C 187 CoL 178 T 172, 186
c. include an organized, well-developed structure.	SE: 170-173, 174-179, 180-183, 188-191 TWE: C 179, 183 LPR 182 T 171, 189, 190
2. Write responses to literature that organize an insightful interpretation around several clear ideas, premises or images and support judgments with specific references to the original text, to other texts, authors and to prior knowledge.	SE: 20-23, 24-27, 196-199, 258-260 TWE: C 23, 261 JWT 259 LPR 198 LS 26 T 26
3. Write business letters, letters to the editor and job applications that: a. address audience needs, stated purpose and context in a clear and efficient manner;	SE: 412-419, 420-423 TWE: CL 419 CoL 417 CT 414 EL 416 RWC 422 T 414, 415, 418
b. follow the conventional style appropriate to the text using proper technical terms;	SE: 412-419, 420-423 TWE: CL 419 CoL 417 CT 414 EL 416 RWC 422 T 414, 415, 418
c. include appropriate facts and details;	SE: 412-419, 420-423 TWE: CL 419 CoL 417 CT 414 EL 416 RWC 422 T 414, 415, 418
d. exclude extraneous details and inconsistencies; and	SE: 412-419, 420-423 TWE: CL 419 CoL 417 CT 414 EL 416 RWC 422 T 414, 415, 418

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e. provide a sense of closure to the writing.	SE: 412-419, 420-423 TWE: CL 419 CoL 417 CT 414 EL 416 RWC 422 T 414, 415, 418
4. Write informational essays or reports, including research, that: a. pose relevant and tightly drawn questions that engage the reader;	SE: 220-223, 224-227, 232-235, 248-251, 252-257, 328-331 <i>Revising Tip 222</i> TWE: C 227 ELL 255 JWT 253
b. provide a clear and accurate perspective on the subject;	SE: 220-223, 224-227, 232-235, 248-251, 252-257, 322-327 <i>Revising Tip 222</i> TWE: C 227 ELL 255 JWT 253
c. create an organizing structure appropriate to the purpose, audience and context;	SE: 220-223, 224-227, 232-235, 248-251, 252-257, 328-331 <i>Revising Tip 222</i> TWE: C 227 ELL 255 JWT 253
d. support the main ideas with facts, details, examples and explanations from sources; and	SE: 220-223, 224-227, 232-235, 248-251, 252-257, 332-335 <i>Revising Tip 222</i> TWE: C 227 ELL 255 JWT 253
e. document sources and include bibliographies.	SE: 220-223, 224-227, 232-235, 248-251, 252-257, 336-340 <i>Revising Tip 222</i> TWE: T 338, 339, 340
5. Write persuasive compositions that: a. support arguments with detailed evidence;	SE: 282-285, 286-289, 290-293, 294-297, 306-309, 310-313 TWE: C 289, 293 JWT 51. 53. 91 CuC 5 T 288
b. exclude irrelevant information; and	SE: 282-285, 286-289, 290-293, 294-297, 306-309, 310-313 TWE: C 289, 293 JWT 51. 53. 91 CuC 5 T 288

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c. cite sources of information.	SE: 282-285, 286-289, 290-293, 294-297, 306-309, 310-313 TWE: C 289, 293 JWT 51, 53, 91 CuC 5 T 288
6. Produce informal writings (e.g., journals, notes and poems) for various purposes.	SE: 8-11, 12-15, 16-19, 20-23 TWE: CuC 5 JWT 51, 53, 91 T 10,14
Writing Conventions	
1. Use correct spelling conventions.	SE: 828-834 TWE: EL 831 ELL 829 T 829, 830, 831, 832 VR 832
2. Use correct punctuation and capitalization.	SE: 713-714, 715-721, 722-725, 733-734, 736, 737-739, 740-742, 772-776
3. Use clauses (e.g., main, subordinate) and phrases (e.g., gerund, infinitive, participial).	SE: 523-524, 525-526, 527-531, 543-544, 549-550, 551-552, 553-555, 562-563, 565
4. Use parallel structure to present items in a series and items juxtaposed for emphasis.	SE: 360-364, 934, 951-952 TWE: EL 665 ELL 664, 667, 669
5. Use proper placement of modifiers.	SE: 662-665, 666-667, 668-669, 670, 671-672, 673, 674-679
Research	
1. Compose open-ended questions for research, assigned or personal interest, and modify questions as necessary during inquiry and investigation to narrow the focus or extend the investigation.	SE: 322-327, 960 TWE: C 327 T 323, 325 <i>Units' Writing Activities can be adapted to achieve this benchmark/indicator.</i>
2. Identify appropriate sources and gather relevant information from multiple sources (e.g., school library catalogs, online databases, electronic resources and Internet-based resources).	SE: 322-327, 913-916, 960-961 TWE: CT 327 ELL 324, 325 T 325, 914 <i>Units' Writing Activities can be adapted to achieve this benchmark/indicator.</i>
3. Determine the accuracy of sources and the credibility of the author by analyzing the sources' validity (e.g., authority, accuracy, objectivity, publication date and coverage, etc.).	SE: 322-327, 913-916, 960-961 TWE: CT 327 ELL 324, 325 T 325, 914 <i>Units' Writing Activities can be adapted to achieve this benchmark/indicator.</i>
4. Evaluate and systematically organize important information, and select appropriate sources to support central ideas, concepts and themes.	SE: 328-331, 332-335, 962 TWE: C 335 ELL 330 T 329, 333

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5. Integrate quotations and citations into written text to maintain a flow of ideas.	SE: 336-341, 962, 963-965 TWE: C 341 CoL 341 ELL 338, 339 T 338, 339, 340
6. Use style guides to produce oral and written reports that give proper credit for sources, and include an acceptable format for source acknowledgement.	SE: 336-341, 962, 963-965 TWE: C 341 CoL 341 ELL 338, 339 T 338, 339, 340
7. Use a variety of communication techniques, including oral, visual, written or multimedia reports, to present information that supports a clear position about the topic or research question and to maintain an appropriate balance between researched information and original ideas.	SE: 290-293, 294-297, 298-301, 302-305, 924-927 TWE: C 297 CC 317 CL 313 IC 927
Communication: Oral and Visual	
1. Apply active listening strategies (e.g., monitoring message for clarity, selecting and organizing essential information, noting cues such as changes in pace) in a variety of settings.	SE: 59, 67, 93, 131, 139, 179, 434-435, 883-886 TWE: F 883 T 884
2. Interpret types of arguments used by the speaker such as authority and appeals to audience.	SE: 23, 59, 289, 305 434-435, 883-886 TWE: F 883 LS 115 T 884
3. Evaluate the credibility of the speaker (e.g., hidden agendas, slanted or biased material) and recognize fallacies of reasoning used in presentations and media messages.	SE: 59, 93, 289, 305, 434-435, 883-886 TWE: F 883 LS 111, 115 T 884
4. Identify how language choice and delivery styles (e.g., repetition, appeal to emotion, eye contact) contribute to meaning.	SE: 59, 93, 887-890 TWE: T 887 <i>Units' Writing Activities can be adapted to achieve this benchmark/indicator.</i>
5. Demonstrate an understanding of the rules of the English language and select language appropriate to purpose and audience.	SE: 11, 59, 85, 887-890 TWE: ELL 889 <i>Units' Writing Activities can be adapted to achieve this benchmark/indicator.</i>
6. Adjust volume, phrasing, enunciation, voice modulation and inflection to stress important ideas and impact audience response.	SE: 11, 59, 67, 93, 887-890 <i>Units' Writing Activities can be adapted to achieve this benchmark/indicator.</i>
7. Vary language choices as appropriate to the context of the speech.	SE: 59, 67, 93, 887-890 <i>Units' Writing Activities can be adapted to achieve this benchmark/indicator.</i>

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8. Deliver informational presentations (e.g., expository, research) that: a. demonstrate an understanding of the topic and present events or ideas in a logical sequence;	SE: 59, 67, 93, 887-890 <i>Units' Writing Activities can be adapted to achieve this benchmark/indicator.</i>
b. support the controlling idea or thesis with well-chosen and relevant facts, details, examples, quotations, statistics, stories and anecdotes;	SE: 11, 59, 81, 135, 179, 887-890 TWE: T 885 <i>Units' Writing Activities can be adapted to achieve this benchmark/indicator.</i>
c. include an effective introduction and conclusion and use a consistent organizational structure (e.g., cause-effect, compare-contrast, problem-solution);	SE: 11, 59, 81, 135, 147, 151, 191, 887-890 <i>Units' Writing Activities can be adapted to achieve this benchmark/indicator.</i>
d. use appropriate visual materials (e.g., diagrams, charts, illustrations) and available technology to enhance presentation; and	SE: 59, 81, 179, 199, 887-890 <i>Units' Writing Activities can be adapted to achieve this benchmark/indicator.</i>
e. draw from multiple sources, including both primary and secondary sources, and identify sources used.	SE: 59, 842-845, 887-890 TWE: EE 843 <i>Units' Writing Activities can be adapted to achieve this benchmark/indicator.</i>
9. Deliver formal and informal descriptive presentations that convey relevant information and descriptive details.	SE: 11, 59, 135, 139, 147, 151, 191, 887-890 TWE: T 888
10. Deliver persuasive presentations that: a. establish and develop a logical and controlled argument;	SE: 23, 285, 289, 298-301, 309 TWE: SN 292 <i>Units' Writing Activities can be adapted to achieve this benchmark/indicator.</i>
b. include relevant evidence, differentiating between evidence and opinion, to support a position and to address counter-arguments or listener bias;	SE: 23, 285, 289, 298-301, 309 TWE: C 293 CoL 280 <i>Units' Writing Activities can be adapted to achieve this benchmark/indicator.</i>
c. use persuasive strategies, such as rhetorical devices, anecdotes and appeals to emotion, authority and reason; and	SE: 23, 285, 289, 298-301, 309 <i>Units' Writing Activities can be adapted to achieve this benchmark/indicator.</i>
d. consistently use common organizational structures as appropriate (e.g., cause-effect, compare-contrast, problem-solution); and	SE: 23, 285, 289, 298-301, 309 TWE: SN 292 <i>Units' Writing Activities can be adapted to achieve this benchmark/indicator.</i>
e. use speaking techniques (e.g., reasoning, emotional appeal, case studies or analogies).	SE: 23, 285, 289, 298-301, 309 TWE: C 289, 293, 297 RWC 279

Codes Used for TWE Pages

A	Assess
ARS	Active Reading Strategies
C	Close
CAC	Connections Across the Curriculum
CC	Compare and Contrast
CL	Civic Literacy
CoL	Cooperative Learning
CuC	Cultural Connection
CT	Critical Thinking
EE	Enrichment and Extension
EL	Exploring Language
ELL	English Language Learners
F	Focus
IC	Internet Connection
JWT	Journal Writing Tip
LPR	Less Proficient Readers
LS	Listening and Speaking
RWC	Real World Connections
SN	Special Needs
T	Teach
TW	Trait Writing
VR	Viewing and Representing
WRW	Writing in the Real World